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ABSTRACT

This paper suggests that educators must move from controlling, custodial teaching methods to flexible, humanistic methods if they are to successfully meet the individual needs of today's youth. The counseling staff is suggested as a natural change agent team to facilitate and influence humanistic changes with teachers, as well as serving as initiators and supporters of alternate programs for young people. Some suggestions would have counselors: (1) serving as consultants to administrators; (2) urging administrators to provide paraprofessional help; (3) working in crisis intervention; and (4) providing assistance in supportive programs designed to improve a young person's skill in basic areas so that he can succeed in the school environment. The authors further suggest that counselors actively involve themselves in broad system programmatic changes which include providing homebound services for emotionally ill young people, staff in-service activities to encourage humanism, and communicating information through the media of the community, i.e., newspaper, radio, PTA, and other groups. Specific recommendations for how these ideas can be implemented are provided. (Author)

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Can administrator alone influence teachers' pupil control ideology? How can counselors contribute in humanizing teachers' pupil control ideology?

Humanism: The Counselors' Role. As a Change Agent.

Student Unrest

A study by the National Association of Secondary School Principals, Trump[6] states that sixty per cent of high school principals report some form of active protest in their schools; and many who note no protest as yet, expect it in their schools in the near future. One of the key issues in such protest is student reactions to the feeling of being over-controlled and impotent in the face of bureaucratic processes of rules, customs, and procedures which govern their lives. They perceive this process and the personnel who administer it as restrictive and undemocratic. A school structure in which teachers and administrator become keepers of the law results in an image of the teachers as custodians rather than educators. This increases the students' resistance to them. Duggal[2] supports these contentions, i. e., student unrest was related to a custodial control ideology on the part of educators.

Humanistic Theories

Recent theories of leadership styles have modified classical organizational theories such as those expressed by Max Weber's "Bureaucratic Framework." Concepts of monarchial authority, impersonal social contact, and efficiency-centeredness have been altered by proposing integrating styles of management that reduce personal and institutional conflicts, Guba[3]; Likert[4]; Morphet, Johns and Reller[5]. Included in the integrative styles of management are team-centered and humanistic management concepts of administration and supervision.

In schools run in a humanistic orientation, it is proposed that teachers perceive that they are not overcontrolled by the administrator and can influence

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the policies, programs, rules, customs, and procedures which govern their lives. Additional proposals suggest that teachers find greater security in a dynamic climate in which they share in the responsibility for decision-making. The administrator who demonstrates a warm, personal interest in the staff members provides a threat-free climate. Because of the humanistic orientation of the administrator, the school is conceived by the teachers as an educational community in which members learn through interaction and experience. On the other hand administrators holding a custodial orientation conceive of the school as an organization with rigidly maintained distinctions between the status of the administrators and the teachers. Both power and communication flow downward, and teachers are expected to accept the decisions of administrators. Administrators and teachers alike feel responsible for their actions only to the extent that orders are carried out to the letter.

Willower, et. al.[7], have proposed a humanistic concept of teacher control ideology that should help resolve and integrate the conflict between the student, teacher, and the institution. The model of humanistic orientation is the school conceived of as an educational community in which members learn through interaction and experience. Students' learning and behavior are viewed in psychological and sociological terms rather than moralistic terms. The concepts for the resolution of conflict may be primarily punitive, utilizing devices such as coercion, ridicule, and the withholding of rewards which may be viewed as custodial theories; or they may be nonpunitive, based upon understanding, emphasizing appeal to the individual's sense of right and wrong and self-discipline rather than imposed discipline which may be viewed as humanistic theories. These approaches to teaching are similar to approaches to administration suggested by Guba, Likert, and also Morphet, Johns, and Reller. Willower believes that teachers who use humanistic pupil control concepts tend to reduce the conflict between the pupil, teacher, and the institution.

Willower, et. al.[7] found that as teachers were absorbed into the teacher sub-culture, their pupil control ideology became more custodial, resulting in a process of socialization of teachers with regard to pupil control ideology.

It is believed that the most significant socialization of teachers takes place on the job, not in the teacher preparation program. The nature of the organization into which teachers are socialized will play a large role in determining the teachers' pupil control ideology.

Custodial Theories

Teachers who are weak in their control of pupils are viewed by administrators and colleagues as having marginal status. Teachers are expected to maintain adequate social distance between themselves and pupils, a normative requirement which obliges teachers to learn and to utilize a host of impersonal behaviors towards the pupils. Pupil control problems seem to play a major part in teacer-teacher, teacher-administrator, and teacher-pupil relationships in a custodial system.

In contrast to teachers who view students in a humanistic orientation, Willower, et. al.[7], describes teachers who had custodial orientation as being primarily concerned with the maintenance of discipline and order. The theories that describe the custodial teacher are similar to theories that describe the custodial administrator.

Environmental Variables

A variety of outside forces are exerted upon the administrator and teacher which may have a positive relationship to the educator's adoption of a custodial ideology. Some differences are:

1. The outside forces exerted upon the administration by the state, community, board of education, union, peers and subordinates may be greater and more varied than those outside forces exerted upon the individual teacher in the classroom.
2. The threat that superiors pose upon participants may be greater upon the administrator than the teacher because the administrator does not have tenure in his position

while the teacher does enjoy the security of teaching tenure.

3. Discipline of students by teachers may be based upon the concept that it is in the best interest of the students, while the administrator may discipline students and teachers based upon the concept that it is in the best interest of the institution.
4. The individualized maturity growth that each student experiences and the different maturity levels of students may dictate the different degrees of custodialism or humanism a teacher can practice.

In a study by Budzik[1] he compared teachers' perceptions of their pupil control ideology by the amount of teaching experience. The data indicated a trend of lower mean score summaries as teachers gained experience in teaching. The data indicate that teachers tend to view themselves as more custodial in their pupil control ideology as they gain teaching experience.

It may be that the teacher may develop a complimentary, rather than a reciprocal role for himself, if the school administration does not provide properly trained counselors and other personnel to work with students that have deviant behavior problems. A teacher may be forced to adopt a custodial pupil control ideology to maintain reasonable control of his classes for the education process to continue. Because teachers perceive a lack of support from the administration to provide the aids necessary to support the teacher in the classroom and to aid the deviant student in his emotional problems, the teacher may be forced to adopt his own pupil control style.

It may be that environmental variables such as the type and nature of the subject matter being taught, number of students in the classroom, homogeneous or heterogeneous grouping of students, changes in school law, cultural and parental expectations of the community served by the school may influence teachers' perceptions of their pupil control ideology. Teachers may be so harrassed by what goes on in the class that the teacher is forced to adopt a custodial teaching style to carry on the educational process.

Students may be right about the fact that they are over controlled and are treated in a custodial manner. If student unrest is to be resolved administration, teachers and the community must develop alternative educational programs so that teachers can develop a humanistic teaching style.

Can a custodial school be humanized. Realistically, school will not simply change structure completely. It is up to us as educators, to innovate appropriate changes as we see the need.

In a study by Budzik[1] he attempted to determine if there was a significant relationship between the extent of custodial or humanistic based management style of public school principals, as perceived by teachers, and the extent to which teachers' ideology about students' control in class is custodial or humanistic based. The data indicated an inability to predict the dependent variable pupil control ideology based on the independent variable of teachers' perceptions of the administrator's control style. The negative Pearson "r" coefficients of correlation scores indicate hidden interactions or other variables that could be influencing both variables.

This finding indicates that administrators alone cannot influence teachers attitudes to a measurable extent toward a humanistic pupil control ideology. The administrator will need help from other staff members if he hopes to influence his teaching staff towards humanistic pupil control style.

The counseling staff, who are trained in humanistic techniques could contribute in many ways in influencing teachers towards a more humanistic pupil control style. They also would be the change agents in recommending alternative programs that would aid teachers in facilitating humanistic pupil control styles.

Suggestions

If a teacher's individual techniques of pupil control have failed, the counselor could provide aids to assist the teacher with deviant students. Counselors could recommend that school administrators need to provide a teacher-supervisor to advise teachers of alternative methods of dealing with deviant

students in humanistic ways.

The counselor could recommend and be involved in a supportive or helping program in which teacher could send students for short periods of time to receive individualized help in the subject matter. The program could provide a place for teachers to send students who may be disrupting the class to cool off and receive individualized counseling for short periods of time. The supportive teacher could provide alternative techniques and approaches to the teaching in meeting the needs of their problem students and students would have counselors available to aid in their problem.

In fact we see this supportive program as an alternative program to a basic education program that many schools have developed to serve students who are potential drop outs or are attendance problems. These classes many times turn out to be baby sitting jobs with high attendance problems with the stigma attached to the students as being hopeless and stupid. These students could be placed in the regular curriculum if the teachers could have available to them a supportive program to help handle and cope with the very difficult student. The stigma of the basic education as being a dumping place for hopeless students could then be eliminated.

The counseling staff could recommend to the administration that they should provide a crisis teacher whose role would be to observe disruptive students in the classroom and work with these students in his classroom until the students and teachers felt they could return to the normal classroom.

The counseling staff could recommend to the administration a half-way house to be developed for students who cannot function in the regular classroom. These students would attend the half-way house for a half day in a home learning environment for their basic subjects with special trained teachers in small student groups. These students could also be worked into the normal school program the other part of the half day.

The prejudice against differentation between the physically ill and the emotionally ill in our schools need to be eliminated. Homebound pro-

grams need to be made available to those students that have emotional problems until they are able to return to school. The counseling staff could let this need be known to the administration, community and state board of education.

The counseling staff could plan and be involved in in-service programs with the teaching staff which would deal with humanistic pupil control styles. Because counselors deal with most of the students in school, they woud identify those teachers who are perceived by students as custodial in their pupil control style. These selected teachers could then be involved in in-service training with the counseling staff. This could facilitate a change towards a more humanistic pupil control ideology by the custodial teachers.

Counseling staff needs to use a variety of techniques to make the teaching staff, administration, board of education, parents, community and State Board of Education aware of the needs of the school to serve students in a humanistic way. Some of the techniques which counselors could use to influence decision making groups in the schools, community, and state in meeting the needs of the schools could be innovative and others could be used that have been successful for many years by community pressure groups. Listed below are just a few of the techniques counselors could use to influence decision making groups to meet the needs of the school and community:

1. Recommendation in written form from the counseling staff to the administration and board of education.
2. Organizing a petition drive from the parents of the community to the local Board of Education or State Board of Education.
3. Community work shop programs (drugs, emotional development and illness, etc.).
4. Lecturing to different groups in the community on the needs of our school (P.T.A., clubs, Chamber of Commerce, etc.)
5. Designing radio programs, newspaper articles, letters to parents and the community emphasizing the needs of the students and school.

These types of activities could provide the support and alternative programs teachers could have available to them to deal with deviant student behavior in the classroom.

Conclusion

Until the realities of individualized instruction can be accomplished in our school by providing smaller teacher ratios (15-1), making available paraprofessional, providing the necessary hardware for individual instruction, making available alternative programs with the deviant student, teachers will tend to develop custodial styles of dealing with students in the classroom. As a result, student unrest will continue to plague our schools unless administrators and counselors team together in providing programs to facilitate humanistic pupil control styles.

Administrators and counselors will need to use a variety of techniques to educate and sell humanistic programs to the community and state to serve students.

By providing alternative programs and methods of dealing with deviant students these activities could help prevent teachers from adopting a custodial pupil control ideology. These are positive links which administrators and counselors can use to help teachers overcome environmental variables which may force teachers to develop a humanistic pupil control ideology and also teach teachers to use humanistic pupil control styles.

This is one of the greatest challenges modern educators face today. If we fail, we will fail serving many of our youth who are our greatest natural resource. It is well worth every effort.

NOTES

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